

**CONTENT STANDARDS**  
**Grades 9–10: Global Studies (World Geography/World History)**

<b>I. Time, Continuity, and Change: History</b>	<b>II. Power, Authority, &amp; Governance: Government/Political Science</b>	<b>III. People, Places, and Environments: Geography</b>	<b>IV. Production, Distribution, and Consumption: Economics</b>
<p>10.1 The learner will demonstrate an understanding of the developments in the history of the world from its beginnings through the period of intensified hemispheric interactions (ca. 1500). The student should be able to</p> <p>10.1.1 describe the ways in which the biological and cultural processes gave rise to the earliest human communities in the Neolithic Age;</p> <p>10.1.2 identify the processes that led to the emergence of agricultural societies throughout the world prior to 4000 B.C.;</p> <p>10.1.3 analyze the major characteristics of civilization and how civilizations emerged in Mesopotamia, the Nile Valley, the Indus Valley, and the Huang Ho Valley from 4000 to 1000 B.C.;</p> <p>10.1.4 explain how agrarian societies spread and new states emerged from 3000–1000 B.C.;</p> <p>10.1.5 identify and interpret the way the major political, social, and cultural trends and technological innovations differed in Africa, Europe, Asia and the Americas from 2000 to 1000 B.C.;</p> <p>10.1.6 describe the emergence of Aegean civilizations and their relationship to the peoples of the eastern Mediterranean and Southwest Asia from 600 to 200 B.C.;</p>	<p>10.3 The learner will demonstrate an understanding of government, its origins and functions, including civic life and politics. The student should be able to</p> <p>10.3.1 examine the necessity and purposes of government;</p> <p>10.3.2 compare and contrast the civic life, politics, and forms of government in major civilizations;</p> <p>10.3.3 analyze the political interactions, including conflicts among major nations and empires;</p> <p>10.3.4 trace the causes and consequences of major governmental changes within selected nations and empires; and</p> <p>10.3.5 examine and illustrate how governmental decisions are influenced by physical and cultural geography.</p>	<p>10.4 The learner will demonstrate an understanding of the world in spatial terms. The student should be able to</p> <p>10.4.1 use maps and other graphic representations to depict geographic problems;</p> <p>10.4.2 use technologies to represent and interpret Earth’s physical and human systems;</p> <p>10.4.3 use geographic representations and tools to analyze, explain, and solve geographic problems;</p> <p>10.4.4 answer complex geographic questions using maps of physical and human features of the world;</p> <p>10.4.5 describe how maps reflect the human perception of places;</p> <p>10.4.6 explain how information on maps influences spatial and environmental decision-making;</p> <p>10.4.7 account for patterns of human movement on Earth;</p> <p>10.4.8 analyze relationships in and among places using geographic models;</p> <p>10.4.9 explain how people perceive and use space; and</p> <p>10.4.10 make decisions using geographic concepts and models.</p> <p>10.5 The learner will demonstrate an understanding of places and regions. The student should be able to</p> <p>10.5.1 explain the meaning and significance of place;</p> <p>10.5.2 analyze the changing physical and human characteristics of places;</p> <p>10.5.3 explain how relationships</p>	<p>10.10 The learner will demonstrate an understanding of how scarcity, choice, and the principles of trade impact economic activity. The student should be able to</p> <p>10.10.1 illustrate how scarcity and choice impact the economic decisions of communities, nations, or empires;</p> <p>10.10.2 trace the increasing complexity of monetary systems;</p> <p>10.10.3 assess how the division of labor, specialization, and increase of technology have impacted productivity and trade; and</p> <p>10.10.4 examine and provide examples of economic decision-making based upon geographic factors.</p>

**Grades 9–10: Global Studies (World Geography/World History)**

<b>I. Time, Continuity, and Change: History</b>	<b>II. Power, Authority, &amp; Governance: Government/Political Science</b>	<b>III. People, Places, and Environments: Geography</b>	<b>IV. Production, Distribution, and Consumption: Economics</b>
<p>10.1.7 analyze the development of religions and large-scale empires in the Mediterranean world, China, Southwest Asia, and India from 500 B.C. to A.D. 300;</p> <p>10.1.8 describe the development of early agrarian civilizations in Mesoamerica in the first millennium A.D.;</p> <p>10.1.9 interpret common themes among the classical traditions, religions, and giant empires in Africa, Asia, Europe and Mesoamerica from A.D. 300 to 1000;</p> <p>10.1.10 analyze the search for political, social, and cultural redefinition in Europe from A.D. 500 to 1000;</p> <p>10.1.11 trace the development of agricultural societies and new states in Africa and Oceania prior to A.D. 1000;</p> <p>10.1.12 explain causes and consequences of the rise of Islamic civilization through A.D. 1200;</p> <p>10.1.13 examine the transformation in European society and culture from A.D. 1000 to 1400, including the origins of the Italian Renaissance; and</p> <p>10.1.14 trace the rise of the Mongol Empire and its consequences for Eurasian peoples from A.D. 1200 to 1350.</p> <p>10.2 The learner will demonstrate an understanding of the major developments in the history of the world during the modern era (ca. 1500 to the present). The student should be able to</p>		<p>between humans and the physical environment lead to the formation of places and to a sense of personal and community identity;</p> <p>10.5.4 assess how multiple criteria can be used to define a region;</p> <p>10.5.5 describe the structure of regional systems;</p> <p>10.5.6 examine the ways in which physical and human regional systems are interconnected;</p> <p>10.5.7 analyze geographic issues using regions;</p> <p>10.5.8 describe the ways places and regions serve as symbols for individuals and society;</p> <p>10.5.9 describe the ways different groups of people within a society view places and regions; and</p> <p>10.5.10 evaluate how cultural changes affect perceptions of places and regions.</p> <p>10.6 The learner will demonstrate an understanding of physical systems on Earth. The student should be able to</p> <p>10.6.1 compare the dynamics of the four basic components of the Earth's physical systems: the atmosphere, biosphere, lithosphere, and hydrosphere;</p> <p>10.6.2 explain the interaction of Earth's physical systems;</p> <p>10.6.3 describe the ways in which Earth's physical processes are dynamic and interactive;</p>	

**Grades 9–10: Global Studies (World Geography/World History)**

<b>I. Time, Continuity, and Change: History</b>	<b>II. Power, Authority, &amp; Governance: Government/Political Science</b>	<b>III. People, Places, and Environments: Geography</b>	<b>IV. Production, Distribution, and Consumption: Economics</b>
<p>10.2.1 analyze the global transformations that resulted from the transoceanic interlinking of all major regions of the world from 1450 to 1600;</p> <p>10.2.2 Describe the political, economic, and cultural transformations of European society in an age of global intercommunication, 1450–1600;</p> <p>10.2.3 interpret the common trends of the emergence of the first global age, 1450–1770;</p> <p>10.2.4 compare and contrast the large territorial empires that dominated much of the world between 1500 and 1800;</p> <p>10.2.5 analyze the economic, political, and cultural interrelations, including conflicts, among peoples of Africa, Europe, and the Americas, 1500–1750;</p> <p>10.2.6 explain transformations in Asian societies in the era of European expansion;</p> <p>10.2.7 analyze the causes and consequences of political revolutions between 1650 and 1850;</p> <p>10.2.8 analyze the causes and consequences of the agricultural and industrial revolutions, 1700–1850;</p> <p>10.2.9 describe the transformation of Eurasian and Oceanic societies in an era of global trade and rising European power, 1750–1870;</p>		<p>10.6.4 explain the distribution and characteristics of ecosystems;</p> <p>10.6.5 analyze the biodiversity and productivity of ecosystems; and</p> <p>10.6.6 examine the importance of ecosystems in people’s understanding of environmental issues.</p> <p>10.7 The learner will demonstrate an understanding of the role of human systems on earth. The student should be able to</p> <p>10.7.1 recognize the reasons for trends in numbers and patterns in the world population;</p> <p>10.7.2 describe the impact on physical and human systems of human migration;</p> <p>10.7.3 analyze how culture influences ways of life;</p> <p>10.7.4 describe how transportation and communications technology contribute to cultural convergence and divergence;</p> <p>10.7.5 compare and contrast the major economic systems on Earth;</p> <p>10.7.6 explain why areas of various sizes function as economic activity centers;</p> <p>10.7.7 describe the economic interdependence of the world’s countries;</p> <p>10.7.8 explain the spatial arrangement of urban areas as well as their sizes and functions;</p>	

**Grades 9–10: Global Studies (World Geography/World History)**

<b>I. Time, Continuity, and Change: History</b>	<b>II. Power, Authority, &amp; Governance: Government/Political Science</b>	<b>III. People, Places, and Environments: Geography</b>	<b>IV. Production, Distribution, and Consumption: Economics</b>
<p>10.2.10 interpret common themes in the Age of Revolutions, 1650–1914;</p> <p>10.2.11 delineate patterns of global change in the era of Western military and economic domination, 1800–1914;</p> <p>10.2.12 delineate patterns of nationalism, state/nation building, and social reform in Europe and the Americas, 1830–1914;</p> <p>10.2.13 describe reform, revolution, and social change in the world economy from 1900 to 1939;</p> <p>10.2.14 analyze the consequences of the rise of totalitarian states;</p> <p>10.2.15 analyze the causes, course, and global consequences of World Wars I and II;</p> <p>10.2.16 analyze the conflict between diverse socioeconomic systems and perspectives;</p> <p>10.2.17 describe the breakup of European colonial empires and the development of new nations in Africa, Asia, and the Caribbean;</p> <p>10.2.18 analyze the oppression of groups and the struggle for human rights across the world;</p> <p>10.2.19 describe the effort to attain stability, peace, and a sense of community in an interdependent world;</p> <p>10.2.20 interpret major global trends since World War II;</p>		<p>10.7.9 compare settlement patterns in undeveloped and developing countries;</p> <p>10.7.10 describe the processes that change the internal structures of urban areas;</p> <p>10.7.11 explain the ever-changing urban area;</p> <p>10.7.12 analyze the effect of conflict and cooperation and the way they influence the development and control of Earth’s social, political, and economic entities;</p> <p>10.7.13 examine how people’s lives are affected by the social, political, and economic identities on Earth; and</p> <p>10.7.14 describe how self-interest and different points of view can be factors in conflict over resources and territory.</p> <p>10.8 The learner will demonstrate an understanding of interactions between the environment and society. The student should be able to</p> <p>10.8.1 evaluate ways in which technology has expanded the human capability to modify the physical environment;</p> <p>10.8.2 examine the global impacts of human changes in the physical environment;</p> <p>10.8.3 explain how to apply appropriate models and information to understand environmental problems;</p>	

**Grades 9–10: Global Studies (World Geography/World History)**

<b>I. Time, Continuity, and Change: History</b>	<b>II. Power, Authority, &amp; Governance: Government/Political Science</b>	<b>III. People, Places, and Environments: Geography</b>	<b>IV. Production, Distribution, and Consumption: Economics</b>
<p>10.2.21 describe the origins, causes, and results of the Cold War in the aftermath of World War II; and</p> <p>10.2.22 explain the adjustment and the challenges in the post–Cold War era.</p>		<p>10.8.4 describe how changes in the physical environment can diminish its capacity to support human activity;</p> <p>10.8.5 develop strategies to respond to constraints placed on human systems by the physical environment;</p> <p>10.8.6 analyze how humans perceive and react to natural hazards;</p> <p>10.8.7 explain how the spatial distribution of resource affects patterns of human settlement;</p> <p>10.8.8 describe how the development and use of resources change over time; and</p> <p>10.8.9 evaluate policy decisions regarding the use of resources in different regions of the world.</p> <p>10.9 The learner will demonstrate an understanding of the uses of geography. The student should be able to</p> <p>10.9.1 explain how processes of spatial change have affected history;</p> <p>10.9.2 describe how changing perceptions of geographic features have led to changes in human societies;</p> <p>10.9.3 analyze ways in which physical and human features have affected events in history;</p> <p>10.9.4 assess how different points of view influence the development of policies designed to use and manage Earth’s resources;</p> <p>10.9.5 analyze a variety of contemporary issues in terms of</p>	

***Grades 9–10: Global Studies (World Geography/World History)***

<b>I. Time, Continuity, and Change: History</b>	<b>II. Power, Authority, &amp; Governance: Government/Political Science</b>	<b>III. People, Places, and Environments: Geography</b>	<b>IV. Production, Distribution, and Consumption: Economics</b>
		<p>10.9.6 Earth's physical and human systems; and explain how to use geographic knowledge, skills, and perspectives to analyze problems and make decisions.</p>	